Parent Information Evening - Year 11

Presenter: Kerry Bullock
Deputy Principal
The Inner Core

Creativity, Activity and Service (CAS)
Extended Essay (EE)
Theory of Knowledge (TOK)
The IB Diploma aims to encourage students to be:

- Knowledgeable and inquiring
- Caring and compassionate

With a strong emphasis on encouraging students to develop:

- Intercultural understanding
- Open-mindedness
- Attitudes necessary for them to respect and evaluate a range of points of view

The three elements of the inner core (TOK, EE & CAS) were introduced as a way to educate the whole person.
• CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others.

• CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

• **CAS is (should be) the fun part of the IB Diploma, providing balance to students’ academic pursuits.**
CAS is organised around the three strands of:

Creativity
Activity
Service
A Balanced Life

...if you believe in something, you must not just think or talk or write, but must act.

Peterson (2003)
Creativity

• Exploring and extending ideas leading to an original or interpretative product or performance.

• The form of expression is limitless - visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

• Students may showcase their product or performance in a variety of ways - through the Arts Showcase, recording, a presentation, an exhibition.

• Creativity is NOT met by appreciation of the creative efforts of others, such as attending a concert or art exhibition.
# Creativity

Exploring or extending ideas that lead to an original or interpretive product or performance

<table>
<thead>
<tr>
<th>Examples of School Activities</th>
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<tbody>
<tr>
<td>Art Shed</td>
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<tr>
<td>Arts Showcase</td>
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<tr>
<td>Big Band</td>
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<tr>
<td>Wind Orchestra</td>
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<tr>
<td>Chamber Strings</td>
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<tr>
<td>Vivace Strings</td>
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<tr>
<td>Senior Choir</td>
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<tr>
<td>Percussion Ensemble</td>
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<tr>
<td>Creative Generation</td>
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<tr>
<td>Harmony Day Groups</td>
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<tr>
<td>Virtual Reality Club</td>
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<tr>
<td>3D Printing</td>
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<tr>
<td>Robotics</td>
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<td>Yearbook Committee</td>
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<table>
<thead>
<tr>
<th>Examples of Outside Examples</th>
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<tbody>
<tr>
<td>Dance Classes</td>
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<tr>
<td>Art Classes</td>
</tr>
<tr>
<td>Creative Writing</td>
</tr>
<tr>
<td>Book Clubs</td>
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<tr>
<td>Community Theatre</td>
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<tr>
<td>Music Lessons</td>
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<tr>
<td>Drawing</td>
</tr>
<tr>
<td>Web Design</td>
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<tr>
<td>Woodworking</td>
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<tr>
<td>Knitting and Sewing</td>
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<tr>
<td>Photography</td>
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<tr>
<td>Pottery</td>
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<tr>
<td>Church Choir</td>
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<tr>
<td>Slam Poetry</td>
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Activity

- Physical *exertion* contributing to a healthy lifestyle
- Exertion = Effort
- To promote lifelong healthy habits related to physical well-being
- Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training and any other forms of physical exertion that contributes to a healthy lifestyle
<table>
<thead>
<tr>
<th>Activity</th>
<th>Example of School Activities</th>
<th>Example of Outside Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td></td>
<td>Running clubs</td>
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<tr>
<td>Basketball</td>
<td></td>
<td>Sports clubs</td>
</tr>
<tr>
<td>Touch Football</td>
<td></td>
<td>Swimming</td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td>Orienteering</td>
</tr>
<tr>
<td>Netball</td>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td>Lion Dance</td>
<td></td>
<td>Fitness Classes</td>
</tr>
<tr>
<td>Rotational Sports</td>
<td></td>
<td>Yoga</td>
</tr>
<tr>
<td>Table Tennis</td>
<td></td>
<td>Tai Chi</td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
<td>Cycling</td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
<td>Rowing</td>
</tr>
<tr>
<td>Circuit Training</td>
<td></td>
<td>Surfing</td>
</tr>
<tr>
<td>Friday Leisure Sports</td>
<td></td>
<td>Martial Arts</td>
</tr>
<tr>
<td>Lawn Bowls</td>
<td></td>
<td>Rock Climbing</td>
</tr>
<tr>
<td>Running club</td>
<td></td>
<td>Rollerblading</td>
</tr>
<tr>
<td>Yoga</td>
<td></td>
<td>Hiking</td>
</tr>
</tbody>
</table>
Service

• Collaborative and reciprocal engagement with the community in response to an authentic need.
• The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society.
• Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile.
• CAS service experiences are **UNPAID**.
Service

Collaborative and reciprocal arrangement with the community in response to an authentic need.

### Examples of School Activities
- Zonta International
- Knitting for the Needy
- Environmental Club
- Vera Street community Garden
- Leos Club
- Smith Foundation Reading Buddies
- Duke of Edinburgh
- Vital Connections

### Examples of Outside Service Initiatives
- RSPCA
- VORTCs
- Refugee tutoring
- UQ Centre for Marine Science
- Great Barrier Reef Foundation
- Meals on Wheels
- CanTEEN
- UNICEF
- Blue Dragon
- Fred Hallows Society
CAS Project

• A collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

• CAS students **MUST BE** involved in at least one CAS project during their CAS programme.

• Primary purpose = to ensure participation in sustained collaboration

• Can address a single strand of CAS, or combine two or all three strands

• **Minimum duration of one month**
Examples of CAS Projects

Examples

✓ Creativity: A student group plans, designs and creates a mural.
✓ Activity: Students organise and participate in a sports team including training sessions and matches against other teams.
✓ Service: Students set up and conduct tutoring of people in need.
✓ Creativity and Activity: Students choreograph a performance for the Arts Showcase and practise regularly for a month or more.
✓ Service and Activity: Students plan and participate in the planting and maintenance of a garden with members of the community.
✓ Creativity, Activity and Service: Students rehearse and perform a dance production for a community retirement home.
CAS Projects

A collaborative, well planned series of sequential experiences, engaging students in all the stages of CAS.
**CAS Stages**

**Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS projects. Identify a need they want to address.

**Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines.

**Action:** Students implement their idea or plan.

**Reflection:** Students describe what happened, express feelings, generate ideas and raise questions.

**Demonstration:** Students make explicit what and how they learned and what they accomplished.
- Through their CAS portfolio
- With others in an informal or formal manner
CAS Requirements

Students MUST fulfil the requirements of CAS in order to receive their diploma

Balance of creativity, activity and service

A minimum of one CAS project

All 7 CAS outcomes addressed

Deep and genuine engagement in CAS as evidenced through a CAS Portfolio that contains:
  • Reflections against the outcomes
  • Evidence from experiences
The 7 CAS Outcomes

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions
Successful ManageBac Portfolio

✓ **Balance** between Creativity, Activity and Service
✓ **Sustained** commitment to activities
✓ **Reflective** of personal growth (beginning, middle, end)
✓ Maintain the **7 outcomes** throughout the course
Balance between Creativity, Activity and Service

Sustained commitment to activities
ManageBac Portfolio

- Write reflections and collect evidence of personal growth (beginning, middle, end)
- Maintain the 7 outcomes throughout the course

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Challenge</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Initiative</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Collaboration</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Commitment</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Global Value</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>New Skills</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Reflections: 77
- Student has completed the CAS Programme
## CAS Timelines

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>December</th>
<th>Students added to ManageBac and can begin CAS experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>Term 1 Week 5</td>
<td>Interview 1 - InStep teacher</td>
</tr>
<tr>
<td></td>
<td>End of semester 1</td>
<td>CAS report</td>
</tr>
<tr>
<td></td>
<td>Term 4 Week 4/5</td>
<td>Interview 2 - InStep teacher</td>
</tr>
<tr>
<td></td>
<td>End of semester 2</td>
<td>CAS report</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Term 2 Week 5</td>
<td>Interview 3 – CAS Coordinator &amp; House Dean</td>
</tr>
<tr>
<td></td>
<td>End of Term 3</td>
<td>Portfolio COMPLETED</td>
</tr>
</tbody>
</table>
Successful CAS is...

- Outside the academic course
- Active participation
- Intrinsically rewarding
- Purposefully planned and organised
- Supervised by an adult who is not a relative
What can parents do?

- Ask about their CAS progress
- Share possible experiences
- Remind students to collect evidence
- Give positive feedback about how their experiences are helping to shape their character
- Remind students to “complete” their activities within 2 weeks of finishing them
- Reinforce the importance of CAS compared with other subjects as part of their IB Diploma.
CAS Handbook

Source of all information and processes regarding CAS. Has been distributed to students and parents via email. Is available on the QASMT website parent.

For questions and advice contact Toni Waters, CAS Coordinator twate57@eq.edu.au
Inner core

Theory of Knowledge (TOK)
What is Theory of Knowledge?

How do we know what we know?
Why study TOK?

• High-order thinking including application, categorisation, analysis and evaluation

• Interrogation of ‘fact’ and ‘truth’

• Develop links and connections between disciplines

• Empathetic and open-minded to perspectives
Areas of Knowledge

- Mathematics
- Natural sciences
- Human sciences
- The arts
- Ethics
- History
- Religious knowledge systems
- Indigenous knowledge groups

areas of knowledge
Ways of Knowing

Emotion
Reason
Language
Sense
Faith
Perception
Memory
Imagination
Intuition
# IB Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation <strong>10 minute presentation that reflects on the knowledge issues represented in a real life situation</strong></td>
<td>1/3 of final A-E</td>
</tr>
<tr>
<td>Essay <strong>1600 word essay responding to one of six IB published titles using a knowledge question</strong></td>
<td>2/3 of final A-E</td>
</tr>
</tbody>
</table>
## IB Assessment

<table>
<thead>
<tr>
<th></th>
<th>DP1</th>
<th>DP2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment</td>
<td>Formative Practice Presentations and Essays</td>
<td>Year 11, Term 4 Final Presentation</td>
</tr>
<tr>
<td>TOK Journals</td>
<td>TOK Journals on ManageBac</td>
<td>Year 12, Term 2 Final Essay</td>
</tr>
</tbody>
</table>
How to support your child in TOK

• Ask them about TOK
• Discuss topical issues with them
• Provide interesting articles for them to consider
• If they tell you they know something, ask them why they claim they know it
• Check they are up to date with their assessments
Inner Core

Extended Essay
What is an Extended Essay?

The EE is compulsory for all Diploma Programme students.

Externally assessed and in combination with TOK can contribute up to 3 points to the total score for the IB Diploma.

- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school

- The area of research undertaken can be chosen from the list of approved Diploma Programme subjects
What do students have to do?

- Spend at least 40 hours working on their essay.
- Engage in the kind of independent research and writing skills expected by universities.
- Write a research paper that is 4000 words in length.
- Read through the EE guides to understand the subject specific assessment criteria with his/her supervisor.
What do students have to do?

- Think carefully about a research question

*A minimum of 40 hours is a long time to spend on activity that does not engage them.*

- Plan how, when and where they will find material for their essay

- Plan a schedule for both researching and writing the essay

- Record sources as their research progressed

- Check and proofread the essay carefully to ensure all basic requirements are met

- Meet all deadlines
How do supervisors support the students?

Students spend 30 minutes per week in a timetabled class with their supervisor from Year 11 Term 4 to Term 3 Year 12

EE Supervisors:

• Provide advice and guidance in the skills of undertaking research.

• Encourages and supports the student throughout the research and writing of the EE.

• Monitors the progress of the EE and assists in accessing suitable resources.

• Ensures academic honesty.

• Reads and comments on one completed DRAFT but provides advice throughout the writing process.

• Submits a predicted grade for the Final Submission and completes the supervisor’s report.
Further support in EE

- Scheduled 30 minute weekly lesson with EE supervisor
- Lunch time research presentations
- Laboratories are opened for experiment work to be done
- Resources on Daymap Depot and Managebac
- Progress monitored through Managebac and OneNote
### Diploma Points Matrix

<table>
<thead>
<tr>
<th>Extended essay</th>
<th>Theory of knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade A</td>
</tr>
<tr>
<td>Grade A</td>
<td>3</td>
</tr>
<tr>
<td>Grade B</td>
<td>3</td>
</tr>
<tr>
<td>Grade C</td>
<td>2</td>
</tr>
<tr>
<td>Grade D</td>
<td>2</td>
</tr>
<tr>
<td>Grade E</td>
<td>Failing condition</td>
</tr>
<tr>
<td>No grade N</td>
<td>Failing condition</td>
</tr>
</tbody>
</table>
IB Information

Meng Yin Leong
Director Senior Years
IB Diploma Assessment Guidance Handbook

- Emailed in week 1

- This is an important document that outlines rules concerning the assessment programme over the next two years including a schedule of all the IB assessments.
IB Assessment Guidance Handbook

- Conditions for the award of the IB Diploma
- Special Provisions (inclusive access, adverse circumstances)
- School-Based Assessment (zero grade and non-compliance)
- IB Assessment (N grade)
- Assessment schedule (Appendix 3)
- Non-compliance with the IB Diploma Programme course or study
- Academic Misconduct (Responsible Behaviour Plan, cancellation of enrolment)
• DSY/DMY conduct Academic Integrity presentation at the start of the year with all year levels and parents


• Submission of all draft and final assignments to Daymap/Turnitin

• Support students to become actively responsible for their own learning

• Take time to talk about academic integrity - encourage students to develop personal integrity

• Provide appropriate feedback and encourage them to respond to the feedback
Feedback allowed by the IB

- Guidance on initial planning, timeline, appropriateness of topics and ideas
- Regular feedback on progress
- Not allowed to edit or correct students’ work
- Allowed to give oral or written advice on how the work could be improved on the complete draft
- The next version handed in must be the final
International Mindedness

• Contribute to and impact on the world around them in ethical and sustainable ways
• Interest in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.
### Chemistry Higher Level
**Term 1 Goal** To improve my grade from a 6 to a 7 for the term 4 exam

**Strategies**
1. Spend 45 minutes twice a week on questions that I did not complete in class
2. Complete notes for topics before the content is covered in class

### Computer Science Higher Level
**Term 1 Goal** To improve both my Paper 1 and Paper 3 scores by 10%

**Strategies**
1. Review past topics twice a week for 30 minutes
2. Practice Additional Terminology for the case study two times a week
3. Compile a set of notes once a week for each new topic as part of revision and for later study

### English A: Literature Standard Level
**Term 1 Goal** To achieve at least a level 6 for the upcoming IOCs

**Strategies**
1. To fully annotate each of the Bruce Dawe poems as we go through them in class. After school, create the structure for responses as practice IOCs
2. Read over two annotated Macbeth extracts every day and practice speaking to at least one
3. Review the literary terms from the ‘Analyzing text’ document to better describe language features
PLP – Personal Learning Plans

- Specific
- Measurable
- Attainable
- Relevant
- Time Based
Teacher Reflections...

SDAPCLAT1
SDAP Class Notes Term 1
This term students sat a 90 minute exam, which was made up of Paper 1 and Paper 3 style questions. The GPA for this class was 5.80 which was marginally lower than the cohort average of 5.82 with a class percentage of 66.30%, slightly lower than the cohort average of 67.79%. Stretch in this class was at 68%, equally the cohort’s 68%, and lift was 100%. Paper 1 focused on Topic 1.3 Government Intervention, while Paper 3 focused on microeconomic topics 1.1 to 1.3. Paper 1 average was 17.20 compared to 17.15, and Paper 3 15.64 compared to 16.70. This class results were marginally higher than the other classes. Paper 1 results across the cohort were solid, while Paper 3 results were lower than previous cohorts at a similar stage in the syllabus.

SDAPSTUT1
SDAP Teacher Strategies Term 1
The teaching focus for this term was on consolidating students’ learning of the DEED principle and introducing students to the IA and CLASPP principle. In Term 2, we will introduce students to Topic 1.5 Theory of the Firm and finalise their first IA Draft and Final on Microeconomics. Skill development will continue to centre on improving analytical and evaluation skills on Paper 1 part B questions. Given the quantitative nature of Topic 1.5, more class time will be allocated to further develop conceptual understandings and application skills through practice Paper 3 questions. Our data on Paper 1 this term, indicated that not many students were attaining Level 4 marks due to a lack of integrated real-life examples in their responses. Therefore, some class time will be devoted to addressing this issue with greater emphasis on teaching students to prepare a bank of real-world examples for each topic/sub-topic.
Individualised strategies matched to your child

Stretch
• Offering choice through differentiated challenges
• Independent learning opportunities and work with like-ability students

Lift
• Productive struggle to experience setbacks and develop persistence and challenge
• High expectations and curriculum compacting

Assist
• Peer tutoring to scaffold concepts
• Growth through positive feedback and rewarding progress
Data Walls
P&C Association
P&C Mission

The mission of the Parents & Citizens Association is to help enrich every student’s experience by supporting QASMT events, activities and projects.

With 400+ members, the P&C provides a platform for parents to contribute to the success of QASMT in areas of particular interest to students and themselves.
What does the P&C do?

**Events:** Organises and supports 10-15 student and parent focused events each year.

**Fund Raising:** Raises money to fund high priority school projects.

Last year, the P&C Opportunity Fund raised over $50,000 and funded a wide range of school initiatives including music, robotics, STEM and sports equipment.

Please support the P&C Opportunity Fund by contributing a voluntary $100 levy included in your school fees invoice.

**Supports Parent and Teacher Led Support and Working Groups:**

**Support Groups:** Music, Robotics, Debating & STEM Research & Enrichment.

**Working Groups:** Events, Transport and Spirit Wear.

**Provides information:** Communicates with parents by Email and Facebook (QASMT closed parent group).
The P&C welcomes and encourages all parents to get involved and actively support their students and the School.

The P&C:
Provides a platform for parents to make a meaningful contribution to the school.
Promotes engagement with other parents, QASMT staff and students.
In 2019 we had over 400 P&C members (still only @ 40% of total student population).
Our goal is to increase parent engagement to help enrich every student’s experience.

Key leadership positions to be nominated and filled at AGM on March 16:
President / Vice President / Secretary / Treasurer
Interested? Please email: pandcpresident@qasmt.eq.edu.au
What’s Next?

Join the P&C if you have not already!

• Keep a look out this week for President’s welcome email with membership form.

Attend Monthly P&C meetings at the school: our next meeting is **March 16**

• Keep up to date with what is going on with the school.
• Engage with QASMT senior staff and other P&C members.

You do not have to be a member of the P&C to volunteer for events and activities: we encourage all parents to contribute as much or as little time as you can manage.

Look out for upcoming events to meet other parents and QASMT teachers and staff.
Travelling safely to and from school

- Students using public transport are to cross Moggill Road at designated traffic crossings ONLY, the lights and/or overpass must be used.
- All other roads must be crossed at safe zones only, the Miskin Street crossing is a designated school crossing.
- QASMT staff will continue to monitor student behaviour when travelling to and from school, consequences will apply for failing to observe road safety measures.
- Students travelling by car are asked to remind their parents to use the designated drop and go zones and for parents to move on as quickly as possible.
- Please refer to School Travel Policy to ensure your student is following the expectations around their responsibilities on Public Transport.
Questions?